

MOSCOW CHARTER SCHOOL

MOSCOW CHARTER SCHOOL

Sponsoring District: Moscow School District

LOCATION: Moscow	OPENING DATE: August 15, 1998
GRADE LEVELS & STUDENT ORGANIZATION: K-6 th Multi-grade K, 1 st , 2 nd /3 rd , 3 rd /4 th , 4 th /5 th 5 th /6 th Multi-age (based on grade assignments); Skill level	STUDENT/FTE TEACHER RATIO: 15 to 1 STUDENT/ADULT RATIO: 7.6/1
ADMISSIONS POLICY: Open admission. Lottery system is used for enrollment when more students apply for admission than we have slots available.	
FACILITY: (describe) Paradise Hills Church basement is a temporary facility for Moscow Charter School. It is handicapped accessible. Meets all fire and safety codes. The facility is too small for MCS growing enrollment. A new 6,500 sq. ft classroom facility and a 2,000 sq. ft. multi-purpose room are under construction on a 1.5-acre site owned by Moscow Charter School. The new facility is single story, meets all state and local building codes, wired for technologies, handicap accessible, adequate parking, playground, and grounds for environmental education projects. Construction to be completed by August 1, 2002. <input type="checkbox"/> Permanent <input checked="" type="checkbox"/> Temporary Square Feet: 3,600 sq ft/ Church New Facility 8,500 sq. ft.	
STUDENT PROFILE*: Asian/PacIs: 2 % Free/reduced lunch eligibility: 30 % (SHOULD ADD TO 100%) Black: % Special needs: 7 % Hispanic: 2 % LEP: % Native Am: % Title I: 6 % White: 95 % Children of school organizers: 6 % Multiracial: 1 % Males: % 57 Females: 43 % <i>*If there are major differences between your school and the district, please explain:</i> <i>The calendar is the same with the exception of 1/2 hr. more instruction for kindergarten students</i>	
MISSION: To provide a positive and secure academic and physical learning environment for each child. Each child will be instilled with a lifetime love of learning and the ability to learn how to learn. Each child will be assisted in developing a strong sense of self worth and respect for others and the world around them. Finally, each child will be encouraged to recognize his or her own ability to contribute something unique to our society.	
CALENDAR: Starting Date: 8/27/01 Number of days in operation: 210 Number of hours of instruction: Kindergarten 2.75 hrs daily; Grades 1-3 6.25 hrs. daily; Grades 4-6 6.5 hrs. daily Number of days for students: 166 Number of contract days for teachers: 190 Vacations: 15 Holidays: 4	

Check all characteristics that can be used to describe your school's program.			<input checked="" type="checkbox"/>
Block Scheduling	<input type="checkbox"/>	Multiage/Grade	<input checked="" type="checkbox"/>
Character Instruction	<input checked="" type="checkbox"/>	Multiple Intelligences	<input checked="" type="checkbox"/>
E.D. Hirsch's Core Knowledge	<input type="checkbox"/>	Service Learning	<input type="checkbox"/>
Extended Year/Day	<input type="checkbox"/>	Technology As Major Focus	<input checked="" type="checkbox"/>
Foreign Language At All Grades	<input checked="" type="checkbox"/>	Thematic/Interdisciplinary	<input checked="" type="checkbox"/>
Hands-On	<input type="checkbox"/>	Year-Round	<input type="checkbox"/>
Individual Education Plans	<input type="checkbox"/>	Project Based	<input type="checkbox"/>
Exped. Learning Outward Bound	<input type="checkbox"/>	Arts as a Major Focus	<input checked="" type="checkbox"/>

Thematic Unit – A year long theme on Ancient Greek civilization was introduced to students through six weeks of professional story telling upon which students created original works that became the backbone of the end-of-year theatre production featuring original music and script. The theme was integrated into music, visual arts, and theater classes, as well as, integrated into classroom instruction and character education. A studio quality video (for parents only), CD of music, and script will be available of the production.

Arts – Specialists and professional artists in visual, and performing arts (music, dance and theater) provide in-depth art education experiences that are foundation of the year-long thematic units. The arts curriculum provides students with opportunities to develop social, emotional, intellectual and motor skills through stimulation provided by well-rounded, hands-on, minds-on program.

Character Education – School assemblies were introduced which included character education topics, such as respect, responsibility, kindness, caring for others, cooperation, resolution of conflicts and appreciation of differences. Manner of the week was introduced often using topics from the Greek theme. In addition, students were awarded for “good character” and “random acts of kindness.” Student council was formed with students participating in grades 1-6. The purpose of student council is to create a caring community of learners at Moscow Charter School.

Technology – Technology is integrated into the mathematics curriculum in Grade 3-6. Starting at kindergarten level, teachers integrate computer-based instruction into the core curriculum. All third grade students have access to a computer throughout the academic day. Students are taught to use a variety of computer software, programming languages and robotics to encourage problem-solving and creativity as they complete their academic tasks. All 3rd-6th grade students prepare multimedia presentations as part of their portfolio. Students may utilize authoring software to develop their own lessons and coursework.

Environmental Education – Moscow Charter School is partnering with PCEI (Palouse Clearwater Environmental Institute) to provide a hands-on environmental education experience that includes a week study at McCall, ID, planting and maintaining trees and shrubs at the current and the new school sites, field trips to Phillips Farm, exposure to visiting experts, and direct classroom instruction on current environmental issues.

Spanish – All students K-6 receive Spanish instruction at least weekly. In addition, to acquiring the Spanish language, students learn about the culture, customs, geography, political and social aspects of Latin American countries.

Student to Teacher Ratios – Class sizes are limited to 15 students to enhance opportunities for students to receive individualized instruction. Teachers have the ability to adjust or pace instruction to meet students’ needs. The classrooms are nurturing, promising intellectual development in a safe, caring and positive environment. MCS believes in flexible multi-age groupings within each classroom with opportunities for advancement to the next grade whenever students are socially, academically and physically ready. Students may attend classes above or below their immediate grade, based upon their skill levels.

Check all assessments that your school used this year to measure student performance.		<input checked="" type="checkbox"/>
Idaho Reading Indicator	<input checked="" type="checkbox"/>	ACT <input type="checkbox"/>
Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT <input type="checkbox"/>
Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS <input type="checkbox"/>
Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	(ACT) PLAN <input type="checkbox"/>
Test of Achievement and Proficiency	<input type="checkbox"/>	PSAT <input type="checkbox"/>
Nat'l Assessment of Education Progress	<input type="checkbox"/>	Portfolios <input type="checkbox"/>
NWEA Levels Tests (MAPS)	<input type="checkbox"/>	Individual Education/Learning Plans <input type="checkbox"/>
Other Norm Referenced Standardized Assessments : <i>(name)</i>	<input type="checkbox"/>	District/School Criterion Referenced Tests <input type="checkbox"/>
		School Developed Assessments <input checked="" type="checkbox"/>
<p>Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: The standardized tests are reviewed to make generalized decisions about curriculum and instruction. However, standardized tests do not test the full scope of Moscow Charter School's mission or curriculum. Less than 50 % of students tested began their school experience with Moscow Charter School. The test results are testing the success or failure of their previous school experiences. Further, the sample size makes the scores meaningless when one or two students do especially poor or especially well on a subtest or test. Finally, many students are tested out of their expected age/grade level since students are advanced according to skill level, not age level.</p> <p>For those students who have attended Moscow Charter School throughout the entire academic year students are given pre- and post- academic year tests. These tests assess basic skills in reading, mathematics and writing. Each student has a skills-based portfolio, as well as, a sample of work portfolio.</p>		
<p>Award/Honors offered to students: 2 winners - Pleiades Poetry Contest</p>		

STUDENT ACHIEVEMENT DATA

Iowa Tests of Basic Skills

Test Date: 10/01

Reported in Grade Equivalency of Average Student Scores

Grade	No.	Reading			Language					Mathematics			COR E TOT AL	Social Studies	Science
		Vocab	Compre- hension	Total Reading	Spell- ing	Capital- ization	Punc- tuation	Usage	Total	Concepts	Problem Solving	Total			
3	15	4.2	4.0	4.1	3.6	2.8	3.4	4.3	3.5	4.0	4.8	4.2	4.2	4.0	4.3
4	10		4.2	4.4				4.8	4.1		5.0	4.3	4.4		
5	9	5.3	4.4	4.9	4.8	4.4	3.9	5.1	4.5	5.3	5.7	5.1	4.8	4.5	4.5
6	12		8.7	8.2				8.7	6.7		7.7	6.4	7.0		

Reported in Grade Equivalency of Average Student Scores

Grade	No.	Source of Info.				
		Maps & Diagrams	Ref. Mat'ls	Total	Composite	Math Computations
3	15	3.7	3.8	3.7	4.1	3.7
4	Not	Reported				
5	9	4.9	4.9	4.8	4.5	4.5
6	Not	Reported				

Reported in NCE Average of Student Scores

Grade	No.	Reading			Language					Mathematics			CORE TOTAL	Social Studies	Science
		Vocab	Compre- hension	Total Reading	Spell- ing	Capital- ization	Punc- tuation	Usage	Total	Concepts	Problem Solving	Total			
3	15	68.1	59.2	63.9	60.2	44.1	52.7	62.9	56.8	66.7	71.4	70.8	66.9	63.6	64.9
4	10		48.0	51.8				55.3	48.7		59.0	52.9	51.8		
5	9	51.9	42.3	46.6	43.9	41.9	37.1	48.6	42.0	51.5	54.6	49.1	45.0	42.0	41.9
6	12	67.1	67.6					62.8	52.8		59.9	52.1	57.6		

Reported in NCE Average of Student Scores

Grade	No.	Source of Info.				
		Maps & Diagrams	Ref. Mat'ls	Total	Composite	Math Computations
3	15	57.1	60.6	60.1	68.2	64.4
4	Not	Reported				
5	9	46.3	44.8	45.4	43.4	42.5
6	Not	Reported				

Winter 2002 Idaho Reading Proficiency Levels ALL STUDENTS IN ENROLLED

Kindergarten

Score	3	2	1	Total Tested
Number of Students	12 M=9 F=3	2 M=0 F=2	2 M=2 F=0 Includes 2 Title	16

First Grade

Score	3	2	1	Total Tested
Number of Students	8 M=4 F=4	0	1 M=1 F=0 Includes 1- SPED	9

Second Grade

Score	3	2	1	Total Tested
Number of Students	17 M=11 F=6 Includes 1 –Title I 1- SPED	2 M=0 F=2 Includes 1- Title I	1 M=1 F=0 Includes 1- SPED	20

Third Grade

Score	3	2	1	Total Tested
Number of Students	15 M=9 F=6	0	0	15

Spring IRI test results are not completed at the time of this report. The eight (8) students who scored a 1 or a 2 on the Winter IRI will be tested and reported.

Direct Math Assessments for Grade 4* Jan.10, 2002

5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0	# of Students	Avg Score
0	0	0	1	6	1	1	1	0	0	0	10	2.8

Direct Writing Assessments for Grade 4* Jan 29, 2002

5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0	# of Students	Avg Score
0	0	1	1	1	1	1	1	0	0	0	6	2.8

***Fourth Grade has: one (1) Title I student
three (3) 2001-2002 transfer students
three (3) students out of age level**

STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Evidence
♦ To provide a child-centered environment that will instill in each student a goal for lifetime learning and a strong sense of self-worth.	Met	*Curriculum / class placement allows flexibility in placement *Individual portfolios.
♦ To provide a well-rounded curriculum that will allow each student to recognize his or her talents and ability to contribute something unique.	Met	*List of special classes provided. *Variety of curricular offerings allows us to identify & honor individual strengths.
♦ To design lessons that include multiple modalities that will allow each student to recognize and utilize his or her own individual learning strategies	Met	*Variety of specialist / integrated instructor through school wide theme based instruction.
♦ To provide each student with a sense of control and mastery over technology as it relates to the learning process as well as solving real life problems in a global community.	Met	*Enhanced technology curriculum. *Wiring new building for all available technologies, video, computer, audio, television, etc. *Student generated projects and multi-media presentations *Robotics
♦ To create a foundation for learning upon which students can build and maintain successful careers in professions of their own choosing.	Met	*ITBS achievement *Individualized portfolios *Skills based pre and post testing
♦ To encourage a sense of personal balance by creating an appreciation of the arts and an understanding of the role fitness and good health play in a positive lifestyle.	Exceeded	*Curriculum offerings demonstrate a wide range of courses in the arts. *Annual theater production (students participate in all phases of the production).
♦ To provide each student with a sense of community through frequent contact with the local culture in the form of guest speakers and field trips.	Exceeded	*Field Trip lists *Lists of specialized instructors *Guest speaker list

<p>♦ To create programs where respect for others and the environment is a priority.</p>	<p>Exceeded</p>	<p><u>*Environmental Education</u> *Partnership with PCEI (Palouse-Clearwater Environmental Institute) provides direct instruction, field trips, on-site studies, guest lecturers for students K-6 *Arbor Day celebration – guest speaker *Planning and planting trees at new school site <u>*Character Education</u> *Implementation of character education program for grades K-6. School-wide meetings, student council, character awards <u>*Year-long theme production</u>, <i>Odessey of Orphus</i>, is developed around the concept of hope (became a focal point after Sept. 11 terrorist attack)</p>
---	------------------------	---

GOVERNANCE		Highlight One: P=Parent S=Staff ST=Student CM=Community Member				Length of time in current position		Highlight One: E=Elected A=Appointed		
	Governing Board of the Charter School	P	S	ST	CM	5		E A		❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Frequency with which the board convenes: monthly ❖ General meeting times: 3 rd Thurs of each month-7:00 P.M. ❖ Describe how meetings are posted to the public: Posted on school doors & hallways; e-mail to interested persons as requested
		P	S	ST	CM	5		E A		
		P	S	ST	CM	1		E A		
		P	S	ST	CM	6 mo		E A		
		P	S	ST	CM	2		E A		
		P	S	ST	CM	6 mo		E A		
		P	S	ST	CM	6 mo		E A		
						Length of time in current position		Also teaches in classroom		
	Administration	Principal/Special Education Director				1		Y N		Principal teaches in 2 nd grade classroom Executive Director teaches technology in Grades 3-6
Executive Director				5		Y N				
	Name				# P	# S	# ST	# CM	Other Notes Related to Committees	
Committees	Building Committee Advisory Committee Budget				1 2 1	2 1 2		3 1	Planning and Construction of New Facilities Personnel Issues, Complaints Planning School Finance/Operating Budget	

FINANCIAL	2000-2001	2001-2002
Estimated Cost Per Student	\$4,200	\$ 5,000
Operating Budget	\$434,000	\$ 450,000** depends on final payment made by State
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, \$319,000</p> <p>Enhancement \$:</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input checked="" type="checkbox"/> Grants \$115,000</p> <p><input type="checkbox"/> Donations \$ _____</p> <p><input type="checkbox"/> Other _____ \$ _____</p> <p>Additional Federal Funding:</p> <p>◆ Students Identified</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>◆ If yes, receiving all funding or services as qualified:</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>◆ Describe how funding is utilized:</p> <p>Special education</p> <p>Do you participate in district discussion on how to spend federal dollars? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>Communication is still limited in this area.</i></p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, \$ 408,000</p> <p>Enhancement \$:</p> <p><input checked="" type="checkbox"/> Technology</p> <p>Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input checked="" type="checkbox"/> Other</p> <p><input checked="" type="checkbox"/> Local Tax Revenues (Lottery)</p> <p>\$ 3,000</p> <p><input checked="" type="checkbox"/> Grants \$225,000 + \$2,500</p> <p><input checked="" type="checkbox"/> Donations \$ 700</p> <p><input checked="" type="checkbox"/> Other –Fund Raising/Book Fair \$2,000</p> <p>Additional Federal Funding:</p> <p>◆ Students Identified</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>◆ If yes, receiving all funding or services as qualified:</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>◆ Describe how funding is utilized: Title I monies do not flow directly to the Charter School. The district's Title I teacher is placed high on the salary schedule; therefore, we get 40 minutes of daily Title I services for our \$10,000. MCS has employed a reading specialist (0.5) from general operating budget to meet the needs of students.</p> <p>All other Federal dollars are spent on : 1) inservice training, 2) classroom materials and resources or 3) salaries/contracts for service providers.</p> <p>Do you participate in district discussion on how to spend federal dollars? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
Debt	None	\$ 100,000 5/01/02

		up to \$750,00 upon assumption of private loan for new building & grounds (8/1/02)
--	--	---

OTHER	2000-2001	2001-2002
Student Attendance Rate		
Student Discipline	# suspensions to date: % of students: 0 # expulsions to date: % of students: 0 # of referrals to date: 0 % of students:	# suspensions to date: 5/1/02 % of students: 0 # expulsions to date: 5//02 % of students: 0 # of referrals to date: 5/1/02 2 % of students:
Student Enrollment	Total: 71 Waiting List: 5	Total: 90 Waiting List: 5
Number Of Students Leaving Mid-Year	Reasons For Leaving: # Dropped out: 0 # Transferred: 9 # Transferred In: 9 3 Families moved to another area 6 were dissatisfied with the curriculum	Reasons For Leaving: # Dropped out: 0 # Transferred In: 7 #Transferred Out: 6 1 Family moved to another area 5 were dissatisfied with the curriculum or staff
Staff Development Opportunities	Reading Workshop Accelerated Math Training Portfolio Dev. Training	<u>Teacher/Admin. Participation:</u> Jr. Great Books Shurley Grammar Method Everyday Math Big Chalk-use of technologies in lesson planning Teacher Effectiveness <u>All Staff Participation:</u> First Aid & CPR
Teacher Qualifications	# FT: 5 # PT: 1 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 3 Yrs # with MA Degree: 0 # Teaching In Areas Outside Endorsements: 0	# FT: 6 # PT: 1 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: #PT: 7 Specialists: Art, Music, Martial Arts, Theater, Spanish, Technology, Environmental Ed. Avg. Teaching Experience: 6 Years

		# with MA Degree: 1 # Teaching In Areas Outside Endorsements: 1
--	--	---

OTHER <i>cont.</i>	2000-2001	2001-2002
Number of Departing Staff	#: 1 Reasons For Leaving: Did not agree with school philosophy	#: 3 Reasons For Leaving: 1 Medical 2 Better salary offer with district
Parent Involvement	Hours/month: 80 Types of Involvement: Library, fundraising Estimated number of parents participating: 10	Types Of Involvement: <input checked="" type="checkbox"/> in classroom <input checked="" type="checkbox"/> in school <input checked="" type="checkbox"/> take work home <input checked="" type="checkbox"/> other: fund raising for library books, & new school equipment Estimated number of parents participating: 35

<p>Business Partnerships (e.g., Community Involvement)</p>	<p>600 Total Hours/Year</p> <p>50 Classroom Hours/Year</p> <p>Business Partnerships: None</p>	<p>600 Total hours/Year</p> <p>60 Classroom Hours/Year</p> <p>Business Partnerships: None</p>
<p>Transportation</p>	<p>Drive/Are driven in private cars: 86%</p> <p>Public transportation: 2%</p> <p>School bus/District transport: 10%</p> <p>Walk/Bike: 2%</p> <p>Other: 0%</p>	<p>Drive/Are driven in private cars: 85%</p> <p>Public transportation: 3%</p> <p>Schoolbus/District transport: 10%</p> <p>Walk/Bike: 2%</p>
<p>Lunch Services</p>	<p>Hot lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p># times per week: 5</p>	<p>Lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p># times per week: 5</p> <p>Participate in Child Nutrition Program <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Offer free/reduced lunch <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Other Student Services</p>	<p>Counseling <input checked="" type="checkbox"/> On site <input checked="" type="checkbox"/> Through district</p> <p>Special Education <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district</p> <p>After School Programs <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district</p>	<p>Counseling <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district</p> <p>Special Education <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district</p> <p>After School Programs <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district</p> <p>Other <input type="checkbox"/> On site <input type="checkbox"/> Through district</p>